GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Journeys Grade 4

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:

  2 – Exceeds expectations
  1 – Meets expectations
  0 – Does not meet expectations

  (For any indicator receiving a 0, comments must be provided justifying the score.)
- Record the total score for each area in the final row for the section.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	It addresses all five, but not with fluidity & connectedness of skills throughout this program.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	Writing is not spiraled. One unit only for each persuasive, narrative & informative. Grammar builds nicely.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	Clearly organized to quickly implement.
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the	X	X	X	X	X	X	X	2	

objective?									
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	Color-coded prompts with book shots and worksheet pictures for quick implementation.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	Small group strategy: "I do, We do, You do" can be highly effective.
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	Excessive worksheets.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	Weekly assessments with directions for whom to reteach or give intervention for specific reading component.
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	There is very little connection between decoding, spelling, & vocabulary weekly words.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small	X	X	X	X	X	X	X	2	Groups are based on 4 levels (Below, on target,

	teacher-pupil ratio) part of daily instruction?									advanced, and EL).
26.	Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27.	Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	
28.	Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29.	Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Detailed strategies for each academic need with additional options for reteaching.
30.	Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	*Publisher's Comment*: The explicit instruction and consistent lesson design of *Journeys* enables a wide range of instructional staff to implement the program with fidelity. The tabbed sections of the TE help districts and schools plan who provides general and specialized instruction.
31.	Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	*Publisher's Comment*: A comprehensive reading program such as *Journeys* is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the *Journeys* Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional Development training will provide guidance on implementing *Journeys* in specific instructional settings.
TOTAL									**55**	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	Phonics is worked on once a week (on the third day) with monitoring on Friday.
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	Decoding skills don't always match the vocabulary or the spelling skill for the week. Weak instruction.
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	

#	Question								Score	Comments
4.	Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	2	
5.	Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	Found in digital resources, not teacher's edition. Not easily accessible.
6.	Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7.	Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8.	Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9.	Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
10.	Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
11.	Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
12.	Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13.	Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
14.	Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
15.	Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	
16.	Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17.	Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
18.	Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building		X	X	X	X	X	X	2	

		K	1	2	3	4	5	6	Score	Comments
	activities, and word analogies)?									
19.	Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	
20.	Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	
21.	Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
22.	Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
23.	Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL									**28**	Decoding is presented as a separate skill.

FLUENCY (F)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	
2.	Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3.	Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4.	Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	Inconsistent sequence.
5.	Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6.	Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7.	Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8.	Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9.	Does fluency practice during letter-sound study and text reading involve	X	X	X	X	X	X	X	1	

the teacher's providing feedback to students?									
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	*Publisher's Comment*: In lessons in which the Fluency skill is Accuracy/Self-Correction, teachers model and students practice stopping when they make an error and rereading from the beginning of the sentence. Instructional Routine 7: Repeated Reading guides teachers to have students repeat a word correctly before continuing. Additionally, Corrective Feedback boxes on Decoding pages provide step-by-step teacher scripting for precise correction of an error. Teachers correct the error instantly, guide students to give the correct answer, check students' understanding, and then reinforce learning by returning after a brief period of time to the difficult word to confirm that students can read it automatically.
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	

21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	*Publisher's Comment*: In every lesson, students have multiple texts to practice fluent reading: Student Book Main and Paired Selections, Leveled Readers, Vocabulary Readers, and Write-In Readers for struggling readers. For additional texts at specific reading levels, teachers can search the Online Leveled Readers Database on Think Central by grade, genre, title, or level or the Leveled Readers Database at the end of the Comprehensive Language and Literacy Guide to find a precise fit for a student to practice fluent reading. Easier or more difficult Leveled Readers from other grades can be accessed online.
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	*Publisher's Comment*: Section Two of the Diagnostic Assessment provides reading passages that are sequenced from beginning first grade through beginning sixth grade reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency. Information in the "Using the Results" and "Sample Case Study" sections coach teachers on how to analyze miscues, compare scores to given benchmarks, and determine reading levels for individual students, based on test scores.
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	*Publisher's Comment*: Each Fluency Test Record Form includes an easy-to-follow guide for calculating fluency rate (words correct per minute). An expanded guide is also provided in Section Two of the Diagnostic Assessment.
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	*Publisher's Comment*: Students time their readings and record their reading rate results during Comprehension and Fluency Ready-Made Work Station activities.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	*Publisher's Comment*: Using the Observation Checklists, teachers collect data and record observations about each student's oral reading fluency. This information informs partnering decisions.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	*Publisher's Comment*: The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.

	K	1	2	3	4	5	6	Score	Comments
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	*Publisher's Comment*: Running Records in the Grab-and-Go Resources™ Lesson booklets and Fluency Tests in the Grab-and-Go Resources™ Assessment booklet provide progress-monitoring throughout the year. The Fluency Tests measure expression, comprehension through retelling, and Words Correct Per Minute. In addition, Section Two of the Diagnostic Assessment provides reading passages that are sequenced from beginning Grade 1 through beginning Grade 6 reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency. Information in the "Using the Results" and "Sample Case Study" sections coach teachers on how to analyze miscues, compare scores to given benchmarks, and adjust instruction for each student, based on test scores. The Diagnostic Assessment may be administered at various points during the year to gauge student progress.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	*Publisher's Comment*: End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.
TOTAL								31	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	**Comments** (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	Effective strategies are given, but they don't apply to the vocabulary words.
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and	X	X	X	X	X	X	X	2	

speaking vocabulary?									
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18. Is extended instruction provided in multiple contexts to promote word	X	X	X	X	X	X	X	2	

awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?									
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	*Publisher's Comment*: Journeys online resources at thinkcentral.com help students acquire and apply Target Vocabulary across a range of contexts. Online resources include Vocabulary in Context Cards, Vocabulary Readers, eStudent Books with audio glossaries, and interactive whiteboard lessons that support the use of vocabulary strategies. These resources, which are included with the purchase of the program, can be used by individual students and small groups or projected for use with a whole class.
TOTAL								54	

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COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19. Is instruction in narrative and expository text	X	X	X	X	X	X	X	1	

#	Question								Score	Notes
	structures explicit?									
20.	Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
21.	Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22.	Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23.	Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24.	Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25.	Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26.	Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27.	Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28.	Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29.	Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30.	Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31.	Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32.	After instruction, is there systematic review of:									
	Literal comprehension?	X	X	X	X	X	X	X	2	
	Retelling?	X	X	X	X	X	X	X	2	
	Main idea?	X	X	X	X	X	X	X	2	
	Summarization?	X	X	X	X	X	X	X	2	
33.	Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing		X	X	X	X	X	X	1	

									Comments (examples, strengths, concerns, questions)
relationships and events in the text)?									
TOTAL								**55**	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
TOTAL								**3**	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								**6**	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	Weekly assessments utilize "if/then" statement with directions for who to reteach or give intervention for specific

									reading component.
TOTAL								**4**	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments *(examples, strengths, concerns, questions)*
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Product implementation plan was minimal and difficult to find.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								**5**	